Here's a story: using student podcasts to raise awareness of language learning strategies

SALLY ASHTON-HAY

Southern Cross University

DARREN BROOKES

Queensland University of Technology

Thirty-five years ago, a landmark article entitled 'What The "Good Language Learner" Can Teach Us' suggested that if more was known about what 'successful learners' did, then those strategies could be taught to poorer learners to enhance learning (Rubin, 1975, p. 42). Since publication of Rubin's article, language instruction has begun to encompass technological applications (Chinnery, 2006) through mobile-assisted language learning (MALL or m-learning) like podcasts. Podcasting extends the classroom, offers convenience for diverse learners, and provides authentic listening opportunities. Although the effects of podcasting in higher education have yet to be investigated (Educause, 2007), this article describes how action research lead to the creation of a student learning strategy webpage featuring peer podcasts and successful language learning strategies in higher education.

Introduction

This paper describes an action research project in which twelve international students from eight different cultural backgrounds recorded individual stories of how learning strategies assisted in overcoming English for Academic Purposes (EAP) study challenges. This led to the creation of a student learning strategies web page in the Queensland University of Technology (QUT) Blackboard Learning Management System (LMS), where the podcasts, story transcripts and student photos were made, and remain, accessible. The use of audio and video online is not new, but according to Rosell-Aguilar (2007, p. 481), providing stand-alone items for accessible independent learning is an innovation.

The learning strategies web page, entitled *Here's a Story,* evolved from action research which was undertaken to respond to perceived student needs with academic English. The theory, rationale and procedure underpinning *Here's a Story* is discussed in this

paper, which then demonstrates how teachers can construct a similar sustainable learning resource to raise awareness of learning strategy use.

Learning Strategies and Cross-Cultural Role Models

Thirty-five years after the publication of Rubin's article, most educators would be likely to agree that good language learning is related to multiple factors and that more research is required in this complex area (Griffiths, 2008). In 1975, Rubin defined learning strategies as techniques or devices which a learner may use to acquire knowledge. Later, she described learning strategies as 'any sets of operations, steps, plans, and/or routines used by the learner to facilitate the obtaining, storage, retrieval and use of information' (Wendon & Rubin, 1987, p. 19). Subsequent research has developed the notion that good language learners should take an active, goal-oriented and purposeful approach toward learning (Chamot, 2001; Cohen, 2003; Ehrman et al., 2003; Oxford, 2001; Macaro, 2006), even though there has been some disagreement about the constructs under discussion. For example, Dörnyei and Skehan (2003, p. 610) use the expression 'self regulation' rather than 'strategy'.

It can be argued that there are three types of learning strategies: cognitive, which involves the use of memory; metacognitive, involving self-management; and socio-affective, which combines social interaction and environment (Chamot & O'Malley, 1990; Hsiao & Oxford, 2002; Oxford, 1990). After three decades of research, Oxford and Lee (2008) claim that no single set of learning strategy characteristics exist and that successful language learners use various ways and means to navigate and manage the multifaceted journey of language learning.

Similarly, cross-cultural learning strategy research has revealed additional complexities in language learning. Studies have investigated individual differences in relation to characteristics such as language proficiency, length of stay in a host country, gender, motivation, social and psychological distance, and social identity (Kasper & Rose, 2002). Findings demonstrate the need for exposure to authentic examples of the target language (Yamanaka & Fordyce, 2010) as well as authentic role models, instead of the cultural stereotypes often portrayed in textbooks (Matsumoto et al., 2004). Authentic cultural role models are a vital influence in identity development, as illustrated in Near Peer Role Modelling (NPRM) studies (Murphey, 1995; Murphey & Arao, 2001). Murphey's (1995, 2001) NPRM studies are based on social learning theory and the work of Bandura (1997, p. 87) who argues that 'seeing or visualising other people similar to oneself perform successfully, typically raises efficacy beliefs in observers that they themselves possess the capabilities to master comparable activities'. 'Near peer' role models, close to the

students in age, gender, ethnicity and interests, who have studied EAP are, according to this argument, more likely to increase the uptake of learning strategy use.

Interestingly, studies also reveal the influence of the learners' cultural background in speech acts (Ebsworth et al., 1996; Murphey & Neu, 1996) as well as situational and contextual customs of language use (Jordà, 2005). Tajeddin (2008) claims that good language learners may be more aware of changeable cultural factors which influence language and that such sensitivity may improve and be vital for good language learning (Eslami-Rasekh, 2004). A non-physical interculture or 'third space' (Finkbeiner 2006, p. 28) is created where individuals acculturate by questioning beliefs, values and feelings about identity. The process is social, yet individual, and may result in positive or negative experiences. Good language learners, who have the ability to develop cultural sensitivity, awareness and empathy, can more efficiently bridge cultural and linguistic divides.

Podcast Technology

Language learning strategies and peer influence are the themes that informed the project described in this paper; a third theme is the use of podcast technology to extend learning potential. Podcasting is an increasingly popular form of audio m-learning. In the past, bandwidth restrictions and poor sound quality could cause problems for students engaging in listening activities (Kukulska-Hulme & Shield, 2008). More recently, however, with m-learning available 'anywhere, anytime' (Geddes, 2004), the rapid evolution in technological applications offers mobile learners (Sharples, 2006) 'bite-sized formats' (McNicol, 2005) and a multitude of practical uses in language learning (Chinnery, 2006). Although podcasting as a teaching tool in higher education is not yet firmly established (Evans, 2008), two Australian studies (Lee & Chan, 2007; Chan & Lee, 2005) have revealed that short 10-minute audio clips may have played a role in reducing undergraduate apprehension about courses and assessment. McDrury and Alterio (2002) used student-generated digital stories to develop active and collaborative learning skills during the first semester. Five universities in England have undertaken an investigation into the impact of podcasting on learning in a national study called *Impala* (Edirisingha & Salmon, 2007). Stanley (2005, p. 5) claims that 'there is much to be said about involving learners in the act of publishing a podcast, especially if there is a real audience out there, which the learners can detect'. The prospects of a wider audience appear to be useful in motivating learners to communicate.

These podcast studies bear some similarities to *Here's a Story* because they indicate that technology-assisted development of reflective and active learning skills, eases study anxieties and provides successful peer role models. Podcasts have the capacity to stand alone as a sustainable, independent learning resource.

Rationale and Aim

Here's a Story evolved as an action research project that arose from (a) observed student anxiety and the positive influence of peers at the beginning of a high-stakes EAP course; and (b) the negative comments voiced by some less successful learners. When it was observed that new international students were becoming anxious about EAP assessment, their teacher organised a classroom visit from two former students who had successfully completed their EAP program. They answered questions and assured class members that university life did continue after EAP. As the visitors entered the classroom, it was observed that an immediate change in body language occurred among the new EAP students: they tended to sit straighter, lean forward and listened with concentration. The discussion centred on ways to meet the challenges of learning academic English for matriculation to mainstream study.

The second trigger for the project arose from less successful students who sometimes complained that 'the teacher didn't tell me' or that they 'didn't know' about certain institutional expectations or requirements. These students often appeared unwilling to participate inside and outside of class (Alexander, Argent & Spencer, 2008), and did not appear to have engaged in learning activities outside the classroom. There was little recognition demonstrated by this group of students of autonomous ways to develop and improve skills. By listening to successful peers discuss what they had done, less obviously active learners gained a greater awareness of learning strategies and learner autonomy.

As a consequence of these triggers, the action research project was set up. It comprised three stages aimed to improve practice: (a) identification of a learning need, where peers could demystify good language learning strategies; (b) collaborative action among students, teaching colleagues and project coordinators to create a resource; (c) uploading the podcast stories on a web page as an accessible listening tool. Action research is systematically designed to improve practice and empower students (Creswell, 2005). An iterative cycle of planning, observing, acting and reflecting, it usually involves classroom interventions on a small scale, and is typically undertaken in learning contexts by practitioners themselves (Wallace, 1998).

Procedure

EAP teachers were asked to recommend for participation in the project, students who were demonstrating effective learning strategies over a 12-week session and likely to achieve an overall passing score above 65% in their course. The project coordinators then invited those students who had been recommended to participate. The selection process ensured that a range of nationalities and cultures, embodied within the clientele of the college, were included. As a result, of the twelve students participating, four

were from Saudi Arabia, two from China, and one each were from Thailand, Korea, Japan, Spain, Taiwan and Afghanistan. Each participant agreed to record a 3-minute interview, discuss individual learning strategies and to have a photo taken and made available with the podcast on Blackboard.

In preparation, students were presented with a series of interview prompts such as:

> 'Tell us about the learning strategies you use to overcome the challenges of learning academic English.'
>
> 'Do you have any study advice to give to new EAP students?'
>
> 'How can international students be successful learners in this course?'

The students took several days to prepare responses, discuss and briefly rehearse with the interviewer before recording. During the recording, participants were asked questions about different macro-skills to elicit a diverse range of responses. They included, for example:

> 'What helped you improve your writing the most?'
>
> 'Did recording your voice help you notice pronunciation errors?'

When learners faltered or were unclear, the interviewer reiterated the students' responses. For example:

> 'And so, by copying out academic paragraphs, you improved the structure of your writing?'

Depending on their availability, the students were each recorded once over a six week period. Although the project coordinators asked the students to record a three-minute interview, the students enthusiastically spoke for over ten minutes in most cases. One student was dissatisfied with his podcast and returned to re-record because he wanted 'to speak better' in the second take. As part of the usual ethics clearance, students also signed a Queensland University of Technology photographic release form to post images and voice online.

The Student Learning Strategies Web Page

As our point of departure, the QUT Blackboard Learning Management System (LMS) was chosen as a platform to deliver the student learning strategies web page. Blackboard is a commercially available system and institutions need to purchase a licence to use this system. However, open access learning management systems such as Moodle could be used in place of Blackboard. The English Language Program Guided Individual Learning (GIL) Blackboard community was chosen as the best site to host the learning strategies page as this is the site that is designed to foster GIL

in the QUT International College's Independent Learning Centre (ILC).

Students were individually interviewed in a closed office using a NAGRA Series II digital voice recorder supplied by Broadcast Workshops in South Melbourne (http://www.broadcastworkshop.com/). The interviewer asked a series of questions to elicit information about the strategies that had helped them to improve the following macro-skills: reading, writing, speaking and listening, as well as their grammar, spelling and pronunciation. Not every student spoke about every skill and there was some emphasis on particular ways to improve an area of weakness, such as listening, for example.

Students were also photographed with a Canon IXUS 7megapixel digital camera against a coloured background. The resulting 300dpi images were downloaded and edited using Adobe Fireworks. Student recordings were downloaded and edited using open source Audacity software (http://www.audacity.com). In addition to Audacity, it was necessary to download the LAME encoder in order to obtain compressed mp3 sound files, which would then enable fast download from the resulting Blackboard site. Sound recordings were transcribed to obtain transcripts that could be posted on the site. The transcripts were revised to include more polished English instead of less accurate expressions heard in a podcast such as 'I comes from China'.

Adobe Flash was used to combine edited images, sound files, graphics and transcripts into a picture menu that could be easily navigated by students using the GIL Blackboard Site. The twelve photos of EAP graduates were arranged in a grid with their first name and a flag representing their nationality. Each photo would be highlighted as a mouse passed over it, and the podcast would play when the mouse was clicked. Students could then simultaneously access the transcript. An alternative to using an LMS and Adobe Flash would be to use an open access online web creator such as Wix website creator (http://www.wix.com/). Wix uses Adobe Flash in its operating system. Thus it is possible to create a dynamic user-centred web page using only open access or free multimedia applications. Although the resulting websites created will host wix advertising, it is possible to purchase a domain name for a small fee to enable advertising free learning.

Feedback

Once the web page had been completed, students and teachers were surveyed with questions on the content. For example:

'How and when did you use the page?'

'Were any of the learning strategies new to you? If so, which one(s)?'

'Are you going to try any of the learning strategies?'

'How did you like listening to your peers?'

The responses were positive except for one response regarding the influence of a student's culture on learning, which is described below.

Overall, many international students 'learned a lot from the people who did a good job in EAP'. The podcasts raised awareness of learning strategies and provided 'a different perspective on learning and many useful strategies'. Students believed the strategies were 'very beneficial' and gave a variety of 'ideas on how to improve my English'. Many new EAP students respected the role models who had completed the course and commented: 'Successful peers are really believable and I appreciate people from my own country'.

Other new EAP students noted that the podcasts provided 'good ideas to listen outside of class' and 'new ways to improve academic English'. Some students planned to try a strategy after hearing how peers had used particular learning strategies to progress skill development. Teachers especially commented on how the podcasts 'raised awareness of cross-cultural learning' and how different learning strategies appealed to diverse cultural groups. The quotes demonstrate that a peer-to-peer forum is powerful because students can learn a great deal from peer role models. By listening to those who were successful, students who want to improve may begin to understand what the 'good learners' actually do. Peers encourage the adoption of new learning strategies and the development of autonomy.

Discussion

The value of peer voices in *Here's a Story* is not only in the advice but also in the cross-cultural and same culture role models. By listening to the advice from peers from the same culture, and by trying out the strategies suggested, students began to 'notice' and build a repertoire of strategic language learning strategies. The strategies related to skill development in writing, listening, speaking and reading. For example, many students had difficulty with academic writing. 'Khalid',' a Saudi student, explained how he studied the structure and content of different academic paragraphs five times a day. His cognitive strategy was to notice the grammar, vocabulary, thesis statements and arguments presented. He copied paragraphs into his notebook and within several weeks, his writing had begun to improve.

Another student, 'Farzad', a medical doctor from Afghanistan, had particular difficulty with spelling because he could not differentiate between the letters a, e, i, and also frequently missed the 'e' ending in words. He began to use a visualisation strategy to improve his spelling and said:

'All my skills were very weak but especially spelling. I immediately wrote the word

on a page in my notebook. When I went to my house, I practised again and again, even 10 or 15 times until it creates a picture in my mind and I never make a mistake again with this word'.

Farzad used cognitive learning strategies including repetition, resourcing, imagery and grouping (Chamot & O'Malley, 1999) to attend to form. In this way, by noticing the letter formation and remembering the visual picture in his mind, he developed a strategy to correct his spelling mistakes. He also discussed how he gave a lot of attention to vocabulary (Nation, 2008) and spent time on word parts, word families, and derivative forms. Instead of learning one item of vocabulary at a time, he learned word families with adjective, adverb, noun and verb forms in order to increase and extend his vocabulary. One of the problems for non-English learners is to recognise and remember the exact forms of words so rote learning or translation may be entirely appropriate (McCarthy, O'Keeffe & Walsh, 2010). Studies have found that if learners know one word-form in a word family, it does not necessarily follow that they will know all the rest (Schmitt & Zimmerman, 2002). The vocabulary arose from weekly themes within a context and expanded Farzad's lexicon for writing essays and exams. Listening to the stories of how successful students met the challenges of learning English encouraged the use of similar learning strategies and raised awareness of individual learning patterns, particularly in students from countries where the alphabet is Farsi or Arabic.

Rubin (1975, 2008) claims that not all learning strategies are equal and one of the most important strategies is the willingness to communicate. 'William', a Masters student from China, spoke about his willingness to communicate in English, saying 'don't be afraid if you make a mistake'. He suggested that it was important to 'be confident in yourself and make friends from other countries', insisting that 'just talking to friends from the same culture is not helpful'. His use of socioaffective strategies and desire to communicate was evident when he advised, 'communicate with your classmates and ask your teachers questions'. William's social mediation strategy was to work with others, pool information and model the language. He also exhibited metacognitive strategies of advance preparation and self-management (Chamot & O'Malley, 1999) when he stated, 'I always prepared well, just do the exercises. Always do the homework and do everything the teacher tells you'. His story emphasised the importance of using the language to communicate with others as well as using self-management skills by preparing and rewriting essays in order to learn from mistakes and improve skills.

From a more cross cultural perspective, 'Ohud', a Saudi female, discussed how her culture had influenced her learning. She described how 'based on our culture, it is very, very difficult to accept criticism'. Teacher feedback on her writing in the first

weeks of the course caused difficulties as she explained 'if you critique my writing, you critique me and I will not accept that'. Ohud explained, 'it took a while to understand it's not personal and it's just about my learning. The teachers were only trying to help me'. After reflecting more deeply, she realised the feedback was intended to assist improvement and she moved on from her belief that the feedback was a personal affront. She described her shock when she received a 'distinction' for her first written assignment in Nursing and how worthwhile the journey to improvement had been. Her podcast explicitly addressed dealing with the influence of culture, especially in relation to accepting critical feedback and building a bridge to successful learning. Culture is a significant and prevailing influence for international students and one that sometimes causes unforeseen socio-affective challenges for teachers. The value of action research is enhanced by student voices explaining such cultural influences.

Each student podcast revealed a unique story of how international students in Australia overcame the challenges of learning EAP at university. For some students, the challenge related to writing an academic paragraph, learning spelling, developing vocabulary, or accepting critical feedback. Each learner successfully met the challenge and discussed specific learning strategies in detail so that new students could listen to exactly what they did and reflect on how to adopt particular learning strategies to meet their own needs.

Conclusion

Here's a Story action research is underpinned by the work of Rubin (1975), Murphey (1995, 2001) and m-learning in higher education (Chinnery, 2006). The powerful influence of peers, the importance of successful language learning strategies and the accessibility of mobile learning combine in an innovative, independent and sustainable learning resource. The podcasts provide positive and authentic role models for mentoring and guiding.

In addition, a student learning strategies website can be created with open source software freely available online. It is an adaptable resource in that it can be scaled up or down according to level and need of the student cohort. Moreover, the project can be extended further to create a totally learner-centred task in which students themselves create recordings, images and transcripts, and upload these as a class, helping students within and outside their cultural group.

Finally, an important lesson of the podcast project is the reminder that learning does not just take place in the classroom. The language teacher simply does not have time to provide enough feedback to meet every student's individual needs. Peers can provide valuable feedback and guidance for each other by showing each other

how to learn. It is often more important to provide students with strategies to assist proficiency progression in those skills that need improvement. In this way, students become more autonomous and active in enhancing their language proficiency both inside and outside of the classroom.

References

Alexander, O., Argent, S. & Spencer, J. (2008). *EAP essentials.* Reading: Garnet.

Bandura, A. (1997). *Self Efficacy: The exercise of control.* New York: W. H. Freeman.

Brown, A. & Palincsar, A. (1982). Inducing strategic learning from texts by means of informed, self-control training. *Topics in Learning and Learning Disabilities, 2*(1), 1-17.

Chamot, A. U. (2001). The role of learning strategies in second language acquisition. In M. P. Breen (Ed.), *Learner contributions to language learning: New directions in research.* (pp. 25-43). Harlow, England: Longman.

Chamot, A. U. & O'Malley, M. (1999). Using learning strategies to develop skills in English as a second language. In J. Orr (Ed.), *Growing up with English, (*pp. 131-143). Washington, D.C.: U.S. Department of State Office of English Language Programs.

Chan, A. & Lee, M.J.W. (2005). An MP3 a day keeps the worries away: Exploring the use of podcasting to address preconceptions and alleviate pre-class anxiety amongst undergraduate information technology students. In D.H. R. Spennemann & L. Burr (Eds.), *Good practice in practice: Proceedings of the student experience conference* (pp. 58-70), Wagga Wagga, NSW, Sept 5-7.

Chinnery, G. M. (2006). Emerging technologies - Going to the MALL: Mobile assisted language learning. *Language Learning & Technology, 10*(1), 9-16.

Cohen, A. D. (2003). The learner's side of foreign language learning: Where do styles, strategies, and tasks meet? *International Review of Applied Linguistics, 41*, 279-291.

Creswell, J. W. (2005). *Educational Research* (2nd ed.). Upper Saddle River: Pearson.

Dörnyei, Z. & Skehan, P. (2003). Individual differences in second language learning. In C. Doughty and M. Long (Eds.), *Handbook of Second language Acquisition.* (pp. 589-630). Oxford: Blackwell.

Ebsworth, M. Bodman, J. W., & Carpenter, M. (1996). Cross-cultural realization of greetings in American English. In S. Gass & J. Neu (Eds.), *Speech acts across cultures.* (pp. 89-107) Berlin: Mouton de Gruyter.

Edirisingha, P. & Salmon, G. (2007). *Pedagogical models for podcasts in higher education.* Retrieved from http://hdl.handle.net/2381/405

EDUCAUSE (2007). *The Horizon Report,* 2006 Edition, Austin, Texas: The New Media Consortium and Boulder, Co: Educause Learning Initiative. Retrieved from http://www.nmc.org/pdf/2007_Horizon_Report.pdf .

Ehrman, M. & Leaver, B. L. (2003). Cognitive styles in the service of language learning. *System, 31,* 393-415.

Eslami-Rasekh, Z. (2004). *Enhancing the pragmatic competence of NNEST candidates: Proceedings of the 38th TESOL Convention,* Long Beach, California.

Evans, C. (2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers and Education, 50,* 491-498.

Finkbeiner, C. (2006). Constructing third space together: The principles of reciprocity and cooperation. In P. Ruggiano Schmidt and C. Finkbeiner (Eds.), *The ABCs of cultural understanding and communication: National and international adaptations.* Greenwich, CT: (pp. 19-42). Information Age Publishing.

Geddes, S.J. (2004). *Mobile learning in the 21st century: Benefit to learners.* Retrieved from http://knowledgetree.flexiblelearning.net.au/edition06/download/geddes.pdf

Griffiths, C. (Ed). (2008). *Lessons from good language learners.* Cambridge: Cambridge University Press.

Hsiao, T. Y. & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal, 86*(3), 368-383.

Kasper, G. & Rose, K. R. (2002). Pragmatic development in a second language. *Language Learning, 52,* Supplement.

Kukulska-Hulme, A. & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL, 20*(3), 271-289.

Lee, M. J. W. & Chan, A. (2007). Reducing the effects of isolation and promoting inclusivity for distance learners through podcasting. *Turkish Online Journal of Distance Education, 8(*1), 85-104.

Macaro, E. (2006). Strategies for language learning and for language use: Revising the theoretical framework. *Modern Language Journal, 90*(3), 320-337.

Matsumoto, Y., Shimizu, T., Okana, H., & Kubo, M. (2004). Kizuki to sentaku (notice and choice). In *Using reflection and experience to improve learning [Linguistics and Japanese language teaching], 3,* 41-58.

McCarthy, M., O'Keeffe, A. & Walsh, S. (2010). *Vocabulary matrix: Understanding, learning, teaching.* Hampshire: Cengage Learning.

McDrury, J. & Alterio, M. (2002). *Learning through storytelling in higher education;* Using reflection and experience to improve learning. London: Kogan Page.

McNicol, T. (2005). Language e-learning on the move. *Japan Media Review.* Retrieved from http://ojr.org/japan/wireless/1080854640.php

Murphy, B. & Neu, J. (1996). My grade's too low: The speech act set of complaining. In S. Gass & J. Neu (Eds.), *Speech Acts Across Cultures.* (pp. 191-216). Berlin: Mouton de Gruyter.

Murphey, T. (1995). Identity and beliefs in language learning. *The Language Teacher, 19*(4), 34-36.

Murphey, T. & Arao, H. (2001). Reported belief changes through Near Peer Role Modeling. *TESL-EJ, 5*(3), 1-18.

Nation, I.S.P. (2008). *Teaching Vocabulary: Strategies and Techniques.* Boston: Heinle Cengage Learning.

Oxford, R. & Lee, K. R. (2008). The learners' landscape and journey. In C. Griffiths (Ed.), *Lessons from Good Language Learners,* (pp. 306-317). Cambridge: Cambridge University Press.

Oxford, R. (2001). The bleached bones of a story: Learners' constructions of language teachers. In M. Breen (Ed.), *Learner contributions to language learning.* (pp. 86-111). Harlow, England: Longman.

Rosell-Aguillar, A. (2007). Top of the pods: In search of a podcasting 'pedagogy' for language learning. *Computer Assisted language Learning, 20*(5), 471-492.

Rubin, J. (1975). What the 'good language learner' can teach us. *TESOL Quarterly, 9*(1), 41-51.

Rubin, J. (2008). Reflections. In C. Griffiths (Ed.), *Lessons from good language learners.* Cambridge: Cambridge University Press.

Safont Jordà, M. P. (2005). *Third Language Learners: Pragmatic production and awareness.* Clevedon: Multilingual Matters Ltd.

Scanlon, E., Jones, A., & Waycott, J. (2005). Mobile technologies: Prospects for their use in learning in informal science settings. *Journal of Interactive Media in Education, 25,* 1-17.

Schmitt, N. & Zimmerman, C.B. (2002). Derivative word forms: What do learners know? *TESOL Quarterly, 37*(3), 419-441.

Sharples, M. (Ed.) (2006). *Big issues in mobile learning.* Report of a workshop by the Kaleidoscope Network of Excellence Mobile Learning Initiative, University of Nottingham, UK.

Stanley, G. (2005, June 19). *An introduction to podcasting for EFL/ESL teachers.* Retrieved from podcast posted on BLOG-EFL website http://blog-efl.blogspot.com/.

Tajeddin, Z. (2008). Functions and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners.* (pp. 185-196). Cambridge: Cambridge University Press.

Wallace, M.J. (1998). *Action research for language teachers.* Cambridge: Cambridge University Press.

Wendon, A. L. & Rubin, J. (Eds.). (1987). *Learner strategies in language learning.* London: Prentice Hall International.

Yamanaka, E. & Fordyce, K. (2010). Online collaboration for pragmatic development – Talkpoint project. In Tatsuki, D. & Houck, N. (Eds.), Pragmatics: Teaching speech acts. (pp. 195-206). Alexandria: TESOL, Inc.

Sally Ashton-Hay recently completed her PhD at QUT and has taught ESL, EFL, and indigenous students as well as conducting teacher education internationally. Her current interests are peer collaboration, student voice and designing blended learning for online applications. She is a lecturer at Southern Cross University.

Darren Brookes is the eLearning Coordinator for English Language Programs at QUT International College in Brisbane. He holds a Master's degree in applied linguistics from the University of Queensland. His fields of interest include creating online learning environments in which second language learners can extend their learning in a non-traditional ways.